

Practical Exploration of Chinese Teaching and “Yangzheng (the Right Path of Education) Course”

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ABSTRACT. In recent years, the field of education has been committed to focusing on the innovation of traditional education, the construction of a new teaching mode, and the infiltration of quality education in various stages of education to promote the overall development of students. The starting point of Yangzheng course is to serve the growth of students' whole life, guide students to develop good moral character and behavior cultivation, and establish correct three outlooks. It intends to provide society with talents with both good character and learning and moral integrity. Therefore, the infiltration of Yangzheng into primary school Chinese teaching can not only implement the teaching objectives of quality education, but also promote reform and innovation of classroom teaching. In addition, it guides primary school students to learn Chinese knowledge and improve their comprehensive quality, which lays a solid foundation for their future development.

KEYWORDS: Primary school chinese, Yangzheng course, Teaching mode

1. Introduction

In primary school Chinese teaching, more and more attentions have been paid to the infiltration of subject core literacy. Teachers also attach more attentions to it, which is reflected in the fact that they extract the core literacy and cultural connotation in teaching materials. This has achieved the effect of leading students to understand essence of knowledge from its surface and absorb Chinese knowledge efficiently. Besides, carrying out Yangzheng course in primary school Chinese teaching is capable of reaching the teaching objectives of quality education, promoting the teaching process of core literacy, and improving primary school students' divergent thinking ability of Chinese. Under the guidance of teachers, improve students' understanding ability and ideological realm, and ultimately enhance their comprehensive Chinese literacy.

2. The Significance of Carrying out Yangzheng Course in Primary School Chinese

2.1 It is Conducive to Infiltration of Core Literacy of Chinese Subject

The infiltration of Yangzheng course in primary school Chinese teaching is actually that of moral education. Teachers try to integrate Yangzheng course and Chinese teaching to transform traditional teaching concept and realize the importance of moral education. Therefore, teacher's thorough study of moral knowledge contained in teaching materials and carry out comprehensive moral education. Teachers employ certain thoughts in Chinese teaching materials to guide students, correct their wrong thinking and set up correct concepts for them. This not only improves efficiency of moral education, but also promotes efficient infiltration of the core quality of Chinese subject, and constructs a brand-new Chinese classroom.

2.2 It is Instrumental in Promoting Overall Development of Primary School Students

In classroom teaching, teachers are required to formulate a comprehensive teaching plan according to the development of students to carry out Yangzheng. In this process, primary school students' predominant status have been adequately reflected, and their thinking is no longer limited to the contents of classroom teaching and teaching materials. This strengthens communication and interaction between students and teachers, enabling students dare to question to express their opinions. Under the guidance of teachers, students master suitable learning methods and realize the advantages and disadvantages of their development process respectively. Teachers ought to develop

educational value of Yangzheng course, pilot students to remedy and correct step by step, and gradually promote the overall development of students.

3. The Path to Carry out Yangzheng Course in Primary School Chinese Teaching

3.1 Research the Connotation of Chinese Teaching Materials and Infiltrate Teaching Objectives of Yangzheng Course

Teachers are able to initiate from the content of teaching materials to carry out Yangzheng course in Chinese classroom teaching. In order to promote the implementation of quality education in the classroom, they ought to deeply study the cultural connotation contained in teaching materials, master the moral education knowledge involved in it, and combine the teaching objectives of Yangzheng with that of Chinese. According to content of teaching materials and the characteristics of students' development, teachers lay down a scientific and reasonable teaching plan to improve teaching efficiency of Yangzheng course and promote the overall development of students.

For example, teacher formulates the teaching plan according to the nature of the story content when teaching *Mend the Fold after a Sheep is Lost* (A Chinese fable describes that if something goes wrong, one can find a way to remedy for preventing further loss.). In order to enable students to master the main content of this story, the teacher play micro-course on-line videos in class and guide them to watch and preview. Then the teacher asked: after reading the story, how do you feel and how do you evaluate the sheep farmers? This will create a good learning atmosphere for students and guide them to answer actively. Some students answered that the farmer's behavior was wrong, because his neighbor has long been reminding him (the protagonist), but he didn't take heed of it or mind the fold until he lost the sheep again. The teacher encourages and praises students' answers and leads them to analyze the thoughts contained in the story. And then he can relate this story to the life of students by giving the following example to illustrate: some students didn't take their homework seriously when they were doing it at home, their parents reminded them several times but they didn't attach attention to it. As a result, the teacher checked the homework and found many mistakes the next day. Finally, these students were severely criticized by the teacher. Is this right? Under the guidance of teacher, primary school students realize the embodiment of this fable in life, and establish correct ideas, which promote the effective combination of Yangzheng course and Chinese teaching, and the teaching objectives of them are achieved.

3.2 Strengthen Communication and Interaction with Students to Build a Harmonious Relationship between Teachers and Students

At present, educational theory and practice show that the harmonious relationship between teachers and students directly affects the development of teachers and students in the process of education. Harmonious teacher-student relationship is reflected in the active and common participation of teachers and students in education and teaching activities and extracurricular life, so as to achieve the purpose and significance of education. It can not only promote the realization of educational objectives, but also promote the continuous efforts of teachers and students to actively develop together. Especially in today's educational environment, an equality can be effectively constructed. Harmonious teacher-student relationship not only can effectively improve the quality of education in the actual teaching practice, but also has important significance in improving the education environment and improving the entire education system. In addition, under the concept of building a harmonious society, people gradually realize that the harmonious teacher-student relationship has a far-reaching impact on the construction of a harmonious society and the harmonious development of society.

Therefore, the construction of harmonious teacher-student relationship has increasingly become the focus of education, theory and education workers.

3.3 Carry out Theme Reading Activities of Traditional Culture to Improve Students' Ideological Level

In Chinese teaching, the teaching of traditional culture occupies an extremely considerable position, which has many reasons, including that it can improve students' comprehensive Chinese quality, promote students' Chinese thinking divergence, and assist students establish interests in learning traditional culture and undertake the significant task of inheriting traditional culture, and achieve the teaching goal of Yangzheng course. In classroom teaching, teachers require to collect some corresponding extra-curricular reading materials to carry out the teaching of combination of reading in and after class and theme reading. And then teachers lead students to analyze the thoughts, feelings and spiritual culture contained in the articles, gradually improve students' ideological realm, and establish a correct outlook on learning and development for them.

For example, when learning the ancient poem *Begging for Wisdoms and Skills*, the teacher chose ancient poetry which likewise introduces traditional culture, such as *The Lunar New Year’s Day*, distributed learning materials to students and carried out theme reading activities. To begin with, the teacher guided students to read these ancient poems describing traditional festivals, and enquired students which traditional festivals are described in these ancient poems? What are the specific features of these ancient poetry? In this way, students were guided to read carefully, observe the contents of ancient poems and answer his questions positively. Then, in order to guide students to share their traditional cultural content, the teacher continued to ask: do you know the origin of these traditional festivals? Teachers should encourage and praise students' answers in time to help them build up their confidence in Chinese learning. Besides, for focusing students' attention, enabling them listen carefully and improving their reading efficiency, teachers can tell them some fairy tales contained in traditional festivals. At the end of reading teaching, the teacher enquired again: do you know why there are these traditional festivals, and we still celebrate them today, which guided the students to think independently, then exchanged and discussed to produce the novel ideas. Some students said that maybe it was the ancient people who wanted to live a better life, so they set a number of festivals. Some students said that special festivals have special meanings and they must be created for special people or events. The teacher praised each student's idea, then told them the correct reason. This not only deepens students' cognition of traditional festivals and traditional culture, but also improves students' ideological realm and guides them to shoulder the important responsibility of inheriting traditional culture. Moreover, it achieves the teaching goal of Yangzheng course.

3.4 Carry out Practical Activities to Improve Students' Comprehensive Quality

Practice teaching is an essential curriculum, teachers should pay heed to the combination of theory and practice teaching, which is of great significance for the realization of students' all-round development. Therefore, when implementing Yangzheng in Chinese classroom, teachers can also utilize practical activities to educate and guide students. This not only enriches classroom teaching content, but also improves students' comprehensive quality.

For example, teachers can collect students' opinions and arrange practical activities according to the contents of teaching materials. They can employ debate contest to cultivate students' dialectical thinking. This form of practical activities can not only break through the limitations of traditional classroom and textbook content, but also divert students' Chinese thinking and build a novel thinking model for them, laying a solid foundation for their future development. Teachers can arrange the topic of this debate contest - “Help or not” before class. The debate on this moral topic can not only cultivate students' dialectical thinking, but also pilot them to burgeon correct moral concepts. What’s more, students are capable of mastering more debate skills when they experiencing the atmosphere of debate. The claim’s hold the opinion that people should help the old fallen down on the ground, whereas, the counterclaim deem that they shouldn’t. Both sides will collect information on this topic, formulate tactics and divide the works of team members reasonably in advance. During the debate, teachers conducted as referees and hosts to promote the whole debate. In the final summary, teachers require to return to the topic of “Help or not”. This topic can guide students to recognize the traditional virtues of Chinese nation and infiltrate them the correct moral concepts. However, teachers should also guide students to establish a sense of self-protection, on this basis, students can seek help from others to do good deeds in company. Through this debate, teacher can correct some students' ideological problems, guide them to abide by the moral standards in their hearts in life, and establish them the ability to distinguish right from wrong. What’s more, it can improve teaching efficiency of moral education and promote the improvement of students' comprehensive quality.

4. Conclusion

In a word, the implementation of Yangzheng course in primary school Chinese teaching can not only promote reform and innovation of traditional classroom, and create a good learning environment, but also contribute to guide students to establish correct values and ideology, and establish their interests in learning Chinese. Therefore, in Chinese classroom teaching, teachers require study the characteristics of teaching materials in depth to achieve the effective integration of moral education and Chinese education. Under the guidance of teachers, students extract the content of teaching materials, mastering cultural connotation of knowledge, and improving their ideological level. At the same time, in order to provide the society with talents with both ability and political integrity and good character and learning, teachers require to stimulate potentials of students, give full play to their subjective initiative, promote divergence of their thinking, improve their innovation ability and moral quality, and improve their comprehensive Chinese literacy.

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